

Kindergarten ► Weeks 1-6 What Do Good Readers, Writers & Thinkers Do?**KEY CODING**

★ = New Standard

🌀 = Continued Focus

▶ = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
SL.K.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). ★ SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. ★ SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ★	RF.K.1: Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. ★ b. Recognize that spoken words are represented in written language by specific sequences of letters. ★ c. Understand that words are separated by spaces in print. ★ d. Recognize and name all upper- and lowercase letters of the alphabet. ★	RL.K.1: With prompting and support, ask and answer questions about key details in a text. ★	RI.K.1: With prompting and support, ask and answer questions about key details in a text. ★	(Begins in Weeks 7-12)	L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. ★ b. Use frequently occurring nouns and verbs. ★ c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). ★ d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). ★ e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). ★ f. Produce and expand complete sentences in shared language activities. ★
		Craft and Structure	Craft and Structure	(Begins in Weeks 7-12)	
		RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. ★	RI.K.5: Identify the front cover, back cover, and title page of a book. ★ RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. ★	Research to Build and Present Knowledge	
		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). ★ W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ★	
		Phonological Awareness	Integration of Knowledge and Ideas	Range of Writing	
Presentation of Knowledge and Ideas	RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. ★	RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). ★	RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ★	(Begins in Grade 3)	Knowledge of Language (Begins in Grade 2)
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. ★ SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. ★	Phonics and Word Recognition	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity		Vocabulary Acquisition and Use
	(Begins in Weeks 13-18)	RL.K.10: Actively engage in group reading activities with purpose and understanding. ★	RI.K.10: Actively engage in group reading activities with purpose and understanding. ★		L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ★ c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). ★ L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. ★
	Fluency				
	(Begins in Weeks 7-12)				

Kindergarten ► Weeks 7-12 What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.K.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 🕒</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 🕒</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 🕒</p>	<p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page. 🕒</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters. 🕒</p> <p>c. Understand that words are separated by spaces in print. 🕒</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet. 🕒</p>	<p>RL.K.1: With prompting and support, ask and answer questions about key details in a text. 🕒</p> <p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story. ★</p>	<p>RI.K.1: With prompting and support, ask and answer questions about key details in a text. 🕒</p>	<p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. ★</p>	<p>L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters. 🕒</p> <p>b. Use frequently occurring nouns and verbs. 🕒</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). 🕒</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what where, when, why, how</i>). 🕒</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). 🕒</p> <p>f. Produce and expand complete sentences in shared language activities. 🕒</p>
	<p>Phonological Awareness</p>	<p>Craft and Structure</p>	<p>Craft and Structure</p>	<p>Production and Distribution of Writing</p>	
	<p>RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words. 🕒</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. ★</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. ★</p>	<p>RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 🕒</p>	<p>RI.K.5: Identify the front cover, back cover, and title page of a book. 🕒</p> <p>RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 🕒</p>	<p>W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ★</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. ★</p>	<p>L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Recognize and name end punctuation. ★</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). ★</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. ★</p>
	<p>Phonics and Word Recognition</p>	<p>Integration of Knowledge and Ideas</p>	<p>Integration of Knowledge and Ideas</p>	<p>Research to Build and Present Knowledge</p>	<p>Knowledge of Language</p>
	<p>(Begins in Weeks 13-18)</p>	<p>Range of Reading and Level of Text Complexity</p>	<p>Range of Reading and Level of Text Complexity</p>	<p>Range of Writing</p>	<p>(Begins in Grade 2)</p>
	<p>Fluency</p>				<p>Vocabulary Acquisition and Use</p>
<p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. 🕒</p> <p>SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. 🕒</p>	<p>RF.K.4: Read emergent-reader texts with purpose and understanding. ★</p>	<p>RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 🕒</p>	<p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 🕒</p>	<p>W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 🕒</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 🕒</p>	<p>L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 🕒</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ★</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). 🕒</p> <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 🕒</p>

Kindergarten ► Weeks 13-18 What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.K.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). ⦿</p> <p>b. Continue a conversation through multiple exchanges. ★</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. ⦿</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ⦿</p>	<p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page. ⦿</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters. ⦿</p> <p>c. Understand that words are separated by spaces in print. ⦿</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet. ⦿</p> <p>Phonological Awareness</p> <p>RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words. ⦿</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. ⦿</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. ⦿</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) ★</p> <p>Phonics and Word Recognition</p> <p>RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. ★</p> <p>b. Associate the long and short sound with common spellings (graphemes) for the five major vowels. ★</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). ★</p> <p>Fluency</p> <p>RF.K.4: Read emergent-reader texts with purpose and understanding. ⦿</p>	<p>RL.K.1: With prompting and support, ask and answer questions about key details in a text. ⦿</p> <p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story. ⦿</p> <p>Craft and Structure</p> <p>RL.K.4: Ask and answer questions about unknown words in a text. ★</p> <p>RL.K.5: Recognize common types of texts (e.g., storybooks, poems). ★</p> <p>RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. ►</p> <p>Integration of Knowledge and Ideas</p> <p>RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). ⦿</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.K.10: Actively engage in group reading activities with purpose and understanding. ⦿</p>	<p>RI.K.1: With prompting and support, ask and answer questions about key details in a text. ⦿</p> <p>RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ★</p> <p>Craft and Structure</p> <p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. ★</p> <p>RI.K.5: Identify the front cover, back cover, and title page of a book. ►</p> <p>RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. ►</p> <p>Integration of Knowledge and Ideas</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ⦿</p> <p>Range of Reading and Level of Text Complexity</p> <p>RI.K.10: Actively engage in group reading activities with purpose and understanding. ⦿</p>	<p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ★</p> <p>Production and Distribution of Writing</p> <p>W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ⦿</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. ⦿</p> <p>Research to Build and Present Knowledge</p> <p>W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). ⦿</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ⦿</p> <p>Range of Writing</p> <p>(Begins in Grade 3)</p>	<p>L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters. ⦿</p> <p>b. Use frequently occurring nouns and verbs. ⦿</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). ⦿</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what where, when, why, how</i>). ⦿</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). ⦿</p> <p>f. Produce and expand complete sentences in shared language activities. ⦿</p> <p>L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>. ★</p> <p>b. Recognize and name end punctuation. ⦿</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). ⦿</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. ⦿</p> <p>Knowledge of Language</p> <p>(Begins in Grade 2)</p> <p>Vocabulary Acquisition and Use</p> <p>L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). ★</p> <p>L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ⦿</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ⦿</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). ⦿</p> <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. ⦿</p>
Presentation of Knowledge and Ideas					
<p>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ★</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. ⦿</p> <p>SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. ⦿</p>					

Kindergarten ► Weeks 19-24 What Do Good Readers, Writers & Thinkers Do?**KEY CODING**

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.K.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). ► ⦿</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. ⦿</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ⦿</p>	<p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page. ►</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters. ►</p> <p>c. Understand that words are separated by spaces in print. ►</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet. ⦿</p>	<p>RL.K.1: With prompting and support, ask and answer questions about key details in a text. ►</p> <p>RL.K.2: With prompting and support, retell familiar stories, including key details. ★</p> <p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story. ⦿</p>	<p>RI.K.1: With prompting and support, ask and answer questions about key details in a text. ►</p> <p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text. ★</p> <p>RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ⦿</p>	<p>W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i>). ★</p> <p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. ⦿</p>	<p>L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters. ⦿</p> <p>b. Use frequently occurring nouns and verbs. ⦿</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). ►</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). ⦿</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). ⦿</p> <p>f. Produce and expand complete sentences in shared language activities. ⦿</p>
Presentation of Knowledge and Ideas	Phonological Awareness	Craft and Structure	Craft and Structure	Production and Distribution of Writing	Knowledge of Language
<p>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ⦿</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. ⦿</p> <p>SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. ⦿</p>	<p>RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words. ►</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. ⦿</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. ⦿</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) ⦿</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. ★</p>	<p>RL.K.4: Ask and answer questions about unknown words in a text. ⦿</p> <p>RL.K.5: Recognize common types of texts (e.g., storybooks, poems). ⦿</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. ⦿</p>	<p>W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ⦿</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. ⦿</p>	<p>(Begins in Grade 2)</p>
		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas		Vocabulary Acquisition and Use
		<p>RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). ⦿</p> <p>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. ★</p>	<p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ⦿</p> <p>RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text. ★</p> <p>RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ★</p>		<p>L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). ⦿</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. ★</p> <p>L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ►</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ⦿</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). ⦿</p> <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. ⦿</p>
		Range of Reading and Level of Text Complexity			
		<p>RL.K.10: Actively engage in group reading activities with purpose and understanding. ⦿</p>			

Kindergarten ▶ Weeks 19-24 (cont.) What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
	Phonics and Word Recognition		Range of Reading and Level of Text Complexity	Research to Build and Present Knowledge	
	RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 🌀 b. Associate the long and short sound with common spellings (graphemes) for the five major vowels. 🌀 c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). 🌀		RI.K.10: Actively engage in group reading activities with purpose and understanding. 🌀	W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 🌀 W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 🌀	
	Fluency		Range of Writing		
	RF.K.4: Read emergent-reader texts with purpose and understanding. 🌀		(Begins in Grade 3)		

Kindergarten ► Weeks 25-30 What Do Good Readers, Writers & Thinkers Do?**KEY CODING**

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.K.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges. ⦿</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. ►</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ⦿</p>	<p>RF.K.1: Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet. ►</p>	<p>RL.K.2: With prompting and support, retell familiar stories, including key details. ⦿</p>	<p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text. ⦿</p>	<p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ⦿</p>	<p>L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters. ⦿</p> <p>b. Use frequently occurring nouns and verbs. ⦿</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what where, when, why, how</i>). ⦿</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). ⦿</p> <p>f. Produce and expand complete sentences in shared language activities. ⦿</p> <p>L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>. ►</p> <p>b. Recognize and name end punctuation. ►</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). ⦿</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. ⦿</p>
	Phonological Awareness	<p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story. ⦿</p>	<p>RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ⦿</p>	<p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. ⦿</p>	
	Phonics and Word Recognition	Craft and Structure	Craft and Structure	Production and Distribution of Writing	
	<p>RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. ►</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words. ►</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) ⦿</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. ⦿</p> <p>RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. ⦿</p> <p>b. Associate the long and short sound with common spellings (graphemes) for the five major vowels. ⦿</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). ⦿</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. ★</p>	<p>RL.K.4: Ask and answer questions about unknown words in a text. ⦿</p> <p>RL.K.5: Recognize common types of texts (e.g., storybooks, poems). ⦿</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. ⦿</p>	<p>W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ⦿</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. ⦿</p>	
Presentation of Knowledge and Ideas	Phonics and Word Recognition	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Research to Build and Present Knowledge	Knowledge of Language
<p>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ⦿</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. ⦿</p> <p>SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. ⦿</p>		<p>RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). ►</p> <p>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. ⦿</p>	<p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ►</p> <p>RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text. ⦿</p> <p>RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ⦿</p>	<p>W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). ⦿</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ⦿</p>	<p>(Begins in Grade 2)</p>
					Vocabulary Acquisition and Use
					<p>L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). ⦿</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. ⦿</p> <p>L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ⦿</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). ⦿</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. ★</p> <p>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. ⦿</p>

Kindergarten ► Weeks 25-30 (cont.) What Do Good Readers, Writers & Thinkers Do?

KEY CODING

★ = New Standard ⌚ = Continued Focus ► = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
	Fluency	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Writing	
	RF.K.4: Read emergent-reader texts with purpose and understanding. ⌚	RL.K.10: Actively engage in group reading activities with purpose and understanding. ⌚	RI.K.10: Actively engage in group reading activities with purpose and understanding. ⌚	(Begins in Grade 3)	

Kindergarten ► Weeks 31-36 What Do Good Readers, Writers & Thinkers Do?**KEY CODING**

★ = New Standard

⦿ = Continued Focus

► = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.K.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges. ►</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ►</p>	Phonological Awareness	RL.K.2: With prompting and support, retell familiar stories, including key details. ►	RI.K.2: With prompting and support, identify the main topic and retell key details of a text. ►	W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i>). ⦿	L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) ►	RL.K.3: With prompting and support, identify characters, settings, and major events in a story. ►	RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ⦿	W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ⦿	a. Print many upper- and lowercase letters. ► b. Use frequently occurring nouns and verbs. ► d. Understand and use question words (interrogatives) (e.g., <i>who, what where, when, why, how</i>). ► e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). ► f. Produce and expand complete sentences in shared language activities. ⦿
	Phonics and Word Recognition	Craft and Structure	Craft and Structure	Production and Distribution of Writing	L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. ► b. Associate the long and short sound with common spellings (graphemes) for the five major vowels. ⦿ c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). ⦿ d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. ⦿	RL.K.4: Ask and answer questions about unknown words in a text. ⦿	RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. ⦿	W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ⦿	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). ► d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. ►
<p>Presentation of Knowledge and Ideas</p> <p>SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ►</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. ⦿</p> <p>SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. ⦿</p>	Integration of Knowledge and Ideas	RL.K.5: Recognize common types of texts (e.g., storybooks, poems). ►	Integration of Knowledge and Ideas	W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. ⦿	Knowledge of Language
		Integration of Knowledge and Ideas	RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text. ⦿	Research to Build and Present Knowledge	(Begins in Grade 2)
		RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. ⦿	RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ►	W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). ⦿	Vocabulary Acquisition and Use
	Fluency	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ⦿	L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .
	RF.K.4: Read emergent-reader texts with purpose and understanding. ►	RL.K.10: Actively engage in group reading activities with purpose and understanding. ⦿	RI.K.10: Actively engage in group reading activities with purpose and understanding. ⦿	Range of Writing (Begins in Grade 3)	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). ⦿ b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. ⦿ L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. ⦿ L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. ⦿